

Grade 1 Inventory Math Scoring Guidance

2015-2016 NYC End-of-Year Performance Tasks

Instructions

- The following pages contain guidance on the scoring of the above-named NYC Performance Task.
- Distribute this guide to all staff scoring the task. *Please note: End-of-Year tasks may be administered by the regular classroom teacher but **may not be scored** by the regular classroom teacher.*
- The scoring guidance is intended to be used in conjunction with the rubric, which details indicators of performance levels on all rubric traits.

Overview of the NYC Performance Tasks

The NYC Performance Tasks are comparable baseline and End-of-Year, open-ended assessment pairs that are offered in math, ELA, science, and social studies and promote the instructional shifts of argument and critique, use and analysis of evidence, and exposure to complex texts. The tasks are designed for students to demonstrate their skills in reviewing and analyzing presented evidence and creating an evidence-based argument.

The tasks respond to and support the diversity of curriculum and instruction that exist across NYC schools and act as a resource in these varied settings to support collaborative discourse around curriculum, instruction, and assessment. Tasks are designed to support the Citywide Instructional Expectations by promoting knowledge of students, facilitating alignment to an instructional focus, and developing a culture of collaborative professional learning.

A skills-based, standards-driven rubric accompanies each task and, where feasible, is content agnostic so that it can be used in a variety of ways with other curricular and instructional materials. Rubrics are aligned to the Common Core standards and content-specific New York State standards where appropriate. Topic selection in each grade and subject was influenced by New York City scope and sequence documents.

The following scoring guide structure was adapted from CPET and provides annotated student work samples that show the relationship between the student response and the criteria in the rubric. A matrix of rubric scores and rationales follows each individual student work sample. The guide can also be used to norm scoring practices across teams of educators.

Design Principles for the Math Performance Tasks

Focus Standards

While there may be multiple Common Core standard alignments (partial or full) for each trait in the rubric, the focus standards are used to inform design consistency across grades. In math, the Practices are used as the unifying design principle across grades in lieu of content standards. Grade-level content standard alignment is represented on each rubric.

- MP1: Make sense of problems and persevere in solving them
- MP4: Model with mathematics

See the last page of this guide for a chart of standards alignment per rubric trait across all grade levels.

Design Concept

The design concept for math addresses the following in each grade band:

Grades K-1

- Inventory

Grades 2-12

- Presentation of context
- Multiple mini-task questions addressing that one context

Content and Structure

The topic (e.g., "plants") in each task is used to provide context for students to demonstrate mastery of the focus standards and content standards in math. The design of the task is not for students to demonstrate content knowledge on any particular topic. The content standards chosen represent the major work of the grade, and are structured to measure both discrete and complex skill mastery. Unlike other subject area rubrics, rubric traits in math measure the total allowable score points per question; therefore, not every trait on the rubric has descriptors through four points.

Grade 1 Inventory Math Scoring Guidance

Task Overview

The NYC Performance Tasks in Kindergarten and Grade 1 are designed as inventories. It is suggested that the inventories are administered as interviews. Each question on the task is intended to address understanding and proficiency of mathematical content, as well as engagement with mathematical practices.

Student Task

Students produce **an oral** and/or written response. Sample student responses have been provided to you; further information regarding these annotated student works are provided below.

Evaluator Task

You are being asked to use your best professional judgment to score these student responses using the rubric provided.

General Instructions for Using the Rubric

- (1) Scorers will use the separate rubric provided to assess student performance.
- (2) These traits are being scored for content and practice. Point values may vary from question to question, and there is no eligible point value for areas on the rubric that are blank.
- (3) You are to provide one score for each rubric trait. Please be sure to enter all trait scores on the appropriate Schoolnet Answer Sheet for each student. The final score for the task will be calculated elsewhere.
- (4) All student work in the task booklet should be scored, regardless of whether the student completed or attempted every question.
- (5) A score of “Zero (0) – No attempt” should be considered carefully before being used. See included student work samples for guidance. Scores of “Zero (0) – No attempt” should only be given if:
 - (a) a student did not attempt that question on **any portion** of the task, or
 - (b) if his/her work is **completely copied** directly from the task or texts, or
 - (c) if his/her work is completely unrelated to the question or prompt.

Note: The layout of the Performance Task Inventories in grades K and 1 were revised to improve clarity for the administering teacher. The changes to the layout of the inventories **do not** change the substance of the inventories for students and **do not** impact the scoring as it is reflected in the scoring guides. However, the presentation of the student work in the scoring guide may look slightly different compared to the updated inventory layout.

Annotated Student Work

The following pages include annotated student work samples at a variety of performance levels. The samples have been annotated to highlight student responses in relation to the rubric traits. Each sample is followed by a summary page indicating the sample's score on each rubric trait, in addition to the reasoning for the score. Please review these samples both independently and **with a team** to ensure a common understanding of the rubric traits at all performance levels.

Best Practices for Scoring

- Before scoring a specific task, teacher **teams** should review the task and the rubric and discuss expected performance at each level for each rubric trait.
- As a group, review annotated student work and **discuss evidence for each score**, including discussing non-blank, zero-scored traits. Work to understand the provided scores and rationales for one sample.
- Individually score a few provided student work samples. After working individually, **compare your assigned scores** to those given by others and to the provided scores and rationales. Be sure you understand how each score was assigned, and that your team agrees, before moving to independent work.
- After independently completing a set of student work from your school, review the set with the group to see if you have drifted away from your original scoring, becoming either more severe or more lenient in response to the task. Consistent scoring is important.



Directions: When administering this task, begin with question 1 and follow the guidance at the bottom of each cluster. A successful response is one that receives full credit; move on to the next sequential question. If response does not receive full credit, follow the guidance at the bottom of the cluster. **This task inventory is aligned to both Grade 1 and Grade 2 standards so that students can have the opportunity to demonstrate above-grade-level thinking when applicable. Grade 1 students ARE NOT required to demonstrate above-grade-level thinking.**

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Extend the counting sequence.	(1.NBT.1) (1) Counting on from a Number Other Than One: Say "Please start at 85 and count by ones as high as you can."	Stop students who successfully count to 120. ----- or ----- Stop the student if the counting sequence becomes incorrect. Record the last correct number. If the student does not know how to answer the question, then model for him/her. Say "Let me show you how to start counting at 62, and then you can show me how to start counting at 85. Okay, 62, 63, 64... Now, can you show me how to start counting at 85?"	Correctly counts to 120: ✓ 150 [3] Correctly counts to 110: ____ [2] Correctly counts to 100: ____ [1] Correctly counts to: ____ [0] Unable to start counting from a number other than one, or subvocalizes the numbers starting at one: ____ [0]

T1

The response shows a complete understanding of counting to 120 by ones.

➡ If a student is successful¹ on Item 1, then proceed to Item 2.

➡ If a student is not successful on Item 1, then proceed to Item 3.

Understand place value.	(2.NBT.2) (2) Skip Counting: Say "Sometimes we skip count by fives, like 5, 10, 15... Please count as high as you can by fives."	Stop students who successfully count by fives to 40. ----- or ----- Stop the student when the counting sequence becomes incorrect. Record the last correct number and the type of error.	Correctly counts by fives to 40: ✓ 100 [2] Correctly counts by fives to: ____ [1] Unable to count by fives: ____ [0]
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T2

The response shows a complete understanding of counting to 40 by fives.

¹In order for a student to be successful, a student must get the maximum points for each item.

➡ Proceed to Item 3.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Use place value and properties of operations to add and subtract.	(1.NBT.5) (3) Adding and Subtracting Ten: Present the student the number card (12) and say "Without counting, can you tell me what number is 10 more than 12?" After the student responds, ask "How do you know?" Then ask "Without counting, can you tell me what number is 10 less than 12?" After the student responds, ask "How do you know?"	Record the student's response and explanation in the student response column for Item 3.	Gives the correct answer, 22, without counting?: (Y) N Explanation: "I just added ten in my head" Gives the correct answer, 2, without counting?: (Y) N Explanation: "I know how to subtract 10" No response or incorrect response: ____ [2] - Both correct [1] - 1 correct [0] - No response or both incorrect

T3

The responses show a complete understanding of mentally adding and subtracting 10s from two given numbers.

➡ If a student is successful on Item 3, then proceed to Item 4.

➡ If a student is not successful on Item 3, then proceed to Item 5.



Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand place value.	(2.NBT.8) (4) Say "Use mental math to find the answer to these problems:" (a) Add 10 to 889 (b) Add 100 to 674 (c) Subtract 10 from 521 (d) Subtract 100 from 345		(a) Gives the answer 899?: <input checked="" type="radio"/> Y N Explanation: _____ (b) Gives the answer 774?: <input checked="" type="radio"/> Y N Explanation: _____ (c) Gives the answer 511?: <input checked="" type="radio"/> Y N Explanation: _____ (d) Gives the answer 245?: <input checked="" type="radio"/> Y N Explanation: _____ [4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect

T4

The responses show a complete understanding of mentally adding and subtracting 10s and 100s from numbers.

➡ Proceed to Item 5.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Extend the counting sequence.	(1.NBT.1) (5) Reading and Writing Numerals from 0 to 120: Present the student with the number card 70 and say "Please tell me the name of this number." From 0 to 120: Present the student with the number card 118 and say "Please tell me the name of this number." Provide the student with paper and pencil and say "Please write the number eighty." Say "Please write the number one hundred and six."	Allow time in between naming numbers for students to scribe.	Says 70: <input checked="" type="checkbox"/> Says 118: <input checked="" type="checkbox"/> Correctly writes 80: <input checked="" type="checkbox"/> Correctly writes 106: <input checked="" type="checkbox"/> [4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect

T5

The responses show a complete understanding of identifying and writing numbers less than 120.

➡ If a student is successful on Item 5, then proceed to Item 6.

➡ If a student is not successful on Item 5, then proceed to Item 7.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand place value.	(2.NBT.3) (6) Reading and Writing Numerals from 0 to 1,000: Present the student with the number card 135 and say "Please tell me the name of this number." Present the student with the number card 889 and say "Please tell me the name of this number." Provide the student with paper and pencil and say "Please write the number nine hundred seventy-two." Say "Please write the number four hundred and forty-five."	Give time between for the student to scribe each number.	Says 135: <input checked="" type="checkbox"/> Says 889: <input checked="" type="checkbox"/> Correctly writes 972: <input checked="" type="checkbox"/> Correctly writes 445: <input checked="" type="checkbox"/> [4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect

T6

The responses show a complete understanding of reading and writing numbers to 1,000.

➡ Proceed to Item 7.



Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand place value.	<p>(1.NBT.3)</p> <p>(7) Present the student with the number card "7___4" and symbols cards.</p> <p>(a) Say "Which number is greater?"</p> <p>After the student has identified a value, say "Please put the correct symbol between these two numbers."</p> <p>Repeat the procedure with the following sets:</p> <p>(b) 12 ___ 18</p> <p>(c) 26 ___ 62</p> <p>(d) 57 ___ 57</p>	<p>Card Placement Tip: Place symbol cards on or near the space between the numbers:</p> <p>> greater than < less than = equal to</p> <p>Stop work if the student cannot correctly identify which is greater in the first two pairs.</p>	<p>(a) Correctly identifies 7?: <input checked="" type="checkbox"/> N Correctly identifies 7 > 4?: <input checked="" type="checkbox"/> N</p> <p>(b) Correctly identifies 18?: <input checked="" type="checkbox"/> N Correctly identifies 12 < 18?: <input checked="" type="checkbox"/> N</p> <p>(c) Correctly identifies 62?: <input checked="" type="checkbox"/> N Correctly identifies 26 < 62?: <input checked="" type="checkbox"/> N</p> <p>(d) Correctly identifies 57 is equal to 57?: <input checked="" type="checkbox"/> N Correctly identifies 57 = 57?: <input checked="" type="checkbox"/> N</p> <p>[3] - Correctly identifies all 3 numbers that are "greater" and the 1 pair of numbers that are "equal" and uses the symbols correctly in all four number card sets.</p> <p>[2] - Correctly identifies all 4 numbers and at least 2 symbols</p> <p>[1] - Correctly identifies all 4 numbers</p> <p>[0] - No response or incorrect responses</p>

T7

The responses show a complete understanding of identifying which number is greater and show an understanding of how to use the comparison symbols correctly.

- ➡ If a student is successful on Item 7, then proceed to Item 8.
➡ If a student is not successful on Item 7, then proceed to Item 9.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand place value.	<p>(2.NBT.4)</p> <p>(8) Present the student with the number card "573___237" and the symbols cards "<," ">," and "=".</p> <p>(a) Say "Please put the correct symbol between these two numbers."</p> <p>Repeat with the following:</p> <p>(b) 273 ___ 237</p> <p>(c) 579 ___ 579</p> <p>(d) 766 ___ 677</p>	<p>Card Placement Tip: Place symbol cards on or near the space between the numbers:</p> <p>> greater than < less than = equal to</p> <p>Stop work if the student cannot correctly identify the first two pairs.</p>	<p>(a) Correctly identifies 573 > 237?: <input checked="" type="checkbox"/> N (b) Correctly identifies 273 > 237?: <input checked="" type="checkbox"/> N (c) Correctly identifies 579 = 579?: <input checked="" type="checkbox"/> N (d) Correctly identifies 766 > 677?: <input checked="" type="checkbox"/> N</p> <p>[4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or incorrect responses</p>

T8

The responses show a complete understanding of how to use the symbols to compare two three-digit numbers.

➡ Proceed to Item 9.



Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Work with addition and subtraction equations.	<p>(1.OA.7)</p> <p>(9) Have counters, paper, and a pencil available for the student.</p> <p>(a) Present the student with the equation card "$3 + 4 = 7$" and say "Please tell me if this number sentence is true or false."</p> <p>After the student responds, ask "Why is this number sentence true/false?" Record the student's response.</p> <p>Repeat the process with the following equations:</p> <p>(b) $8 + 0 = 9$</p> <p>(c) $5 = 4 + 1$</p> <p>(d) $2 + 4 = 4 + 2$</p>	<p>If the student has difficulty understanding the terms "true" and "false," repeat the instructions using the words "right" and "wrong."</p> <p>If the student is unable to solve the problem using mental math, say "You can use paper and pencil or counters to find the answer."</p> <p>Stop work on Item 9 if the student cannot correctly identify the first two pairs.</p>	<p>(a) $3 + 4 = 7$ is True?: <input checked="" type="radio"/> Y <input type="radio"/> N Response: "They add to 7"</p> <p>(b) $8 + 0 = 9$ is False?: <input checked="" type="radio"/> Y <input type="radio"/> N Response: "8 is not 9"</p> <p>(c) $5 = 4 + 1$ is True?: <input checked="" type="radio"/> Y <input type="radio"/> N Response: "4 plus 1 is 5"</p> <p>(d) $2 + 4 = 4 + 2$ is True?: <input checked="" type="radio"/> Y <input type="radio"/> N Response: "Yeah, same thing"</p> <p>[4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect</p>

T9

The responses show a complete understanding of the meaning of the equals sign and determining if an equation is true or false.

⇒ If a student is successful on Item 9, then proceed to Item 10.

⇒ If a student is not successful on Item 9, then proceed to Item 11.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Add and subtract within 20.	<p>(2.OA.2)</p> <p>(10) Say "For the next task, I want you to use mental math to solve an equation (or solve a problem)."</p> <p>(a) What is $3 + 16$?"</p> <p>Repeat using the following:</p> <p>(b) $8 - 3$</p> <p>(c) $6 + 9$</p> <p>(d) $13 - 7$</p>	<p>Note the strategy that the student uses to represent each problem and record any incorrect responses.</p>	<p>(a) $3 + 16$ ✓ Knows addition fact ✓ Counts on _____ Composes/decomposes to derive answer _____ Other: _____ No response or incorrect response _____</p> <p>(b) $8 - 3$ ✓ Counts on _____ Counts up to find the difference _____ Counts down to find the difference _____ Knows addition fact for subtraction ✓ Derived fact (compose/decompose) ✓ Other: _____ No response or incorrect response _____</p> <p>(c) $6 + 9$ ✓ Knows addition fact _____ Counts on _____ Composes/decomposes to derive answer ✓ Other: _____ No response or incorrect response _____</p> <p>(d) $13 - 7$ ✓ Counts on _____ Counts up to find the difference _____ Counts down to find the difference _____ Knows addition fact for subtraction ✓ $7 + 6 =$ Derived fact (compose/decompose) _____ Other: _____ No response or incorrect response _____</p> <p>[4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect</p>

T10

The responses show a complete understanding of fluently adding and subtraction within 20.

⇒ Proceed to Item 11.



Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Represent and solve problems involving addition and subtraction.	<p>(1.OA.1)</p> <p>(11) Solve Addition and Subtraction Word Problems (within 20): Have (counting) objects, paper, pencils, and crayons available for the student.</p> <p>Read the following to the student:</p> <p>(a) "Ten friends were at the playground. Six new friends came to play. How many friends are at the playground now?" Prompt: "You may write, draw, or use objects to represent the problem."</p> <p>(b) "Jaime's mother baked twelve cupcakes. Jamie ate three cupcakes. How many cupcakes are left?"</p>	<p>Repeat the word problems up to three times, if necessary.</p> <p>Note the strategy that the student uses to represent each problem or attach student work. Record any incorrect responses.</p>	<p>(a) Gives the correct response, 16: <input checked="" type="radio"/> Y <input type="radio"/> N Adds 10 and 6 using an expression or equation <input checked="" type="checkbox"/> Draws a model to solve ____ Other ____ No response or incorrect response ____</p> <p>(b) Gives the correct response, 9: <input checked="" type="radio"/> Y <input type="radio"/> N Subtracts 3 from 12 using an expression or equation <input checked="" type="checkbox"/> Draws a model to solve ____ Adds up from 3 to 12 ____ Other ____ No response or incorrect response ____</p> <p>[2] - 2 correct responses [1] - 1 correct response [0] - No response or both incorrect</p>

T11

The responses show a complete understanding of solving addition/subtraction word problems within 20.

- ➡ If a student is successful on Item 11, then proceed to Item 12.
- ➡ If a student is not successful on Item 11, then this is the end of the inventory task for this student.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Add and subtract within 20.	<p>(2.OA.1)</p> <p>(12) Solve Addition and Subtraction Word Problems (within 100): Have paper and pencils available for the student.</p> <p>Read the following to the student:</p> <p>(a) "Carly has 39 pencils. She gives her friend 18 of the pencils. How many pencils does Carly have left?"</p> <p>(b) "Wilson bought 11 baseball cards on Monday, 16 cards on Tuesday, and 13 cards on Wednesday. He gave his brother 9 of his baseball cards. How many baseball cards does Wilson have now?"</p>	<p>Repeat the word problems up to three times, if necessary.</p> <p>Note the strategy that the student uses to represent each problem or attach student work. Record any incorrect responses.</p>	<p>(a) Gives the correct response, 21: <input checked="" type="radio"/> Y <input type="radio"/> N Subtracts 39 from 18 using an expression or equation <input checked="" type="checkbox"/> Draws a model to solve ____ Adds up from 18 to 39 ____ Other ____ No response or incorrect response ____</p> <p>(b) Gives the correct response, 31: <input checked="" type="radio"/> Y <input type="radio"/> N Adds 11, 16, and 13, then subtracts 9 using an expression or equation <input checked="" type="checkbox"/> Draws a model to solve ____ Other ____ No response or incorrect response ____</p> <p>[2] - 2 correct responses [1] - 1 correct response [0] - No response or both incorrect</p>

T12

The responses show a complete understanding of solving addition/subtraction word problems within 100.

➡ This is the end of the inventory task.

Sample A - Anchor Paper Commentary




Subject/Course: Math

Task Title: Grade 1 Inventory

Grade Level: 1

Year: 2015-2016

Rubric Traits	Anchor Score	Commentary/Rationale	Maximum Score
T1 Trait 1	3	A correct response is given, counting to 150 by ones.	3
T2 Trait 2	2	A correct response is given, counting to 100 by fives.	2
T3 Trait 3	2	Two correct answers are given, correctly adding 10 to 12 mentally and correctly subtracting 10 from 12 mentally.	2
T4 Trait 4	4	Two correct responses are given by adding and subtracting 10 and 100 mentally from the four different numbers.	4
T5 Trait 5	4	Four correct answers are given, reading 70 and 118 correctly, and writing 80 and 104 correctly.	4
T6 Trait 6	4	Four correct answers are given, reading 135 and 889 correctly, and writing 972 and 445 correctly.	4
T7 Trait 7	3	Four correct responses are given, correctly identifying which number is greater and correctly using the comparison symbols for each of the number pairs.	3
T8 Trait 8	4	Four correct answers are given, correctly identifying which number is greater, and correctly using the comparison symbols to compare the number pairs.	4
T9 Trait 9	4	Four correct responses are given, identifying all four number sentences as "true" or "false."	4

Rubric Traits	Anchor Score	Commentary/Rationale	Maximum Score
 Trait 10	4	Four correct responses are given and correctly calculating the four addition and subtraction problems.	4
 Trait 11	2	Two correct answers are given to the word problems, using equations correctly to solve them.	2
 Trait 12	2	Two correct answers are given to the word problems, using equations correctly to solve them.	2



Directions: When administering this task, begin with question 1 and follow the guidance at the bottom of each cluster. A successful response is one that receives full credit; move on to the next sequential question. If response does not receive full credit, follow the guidance at the bottom of the cluster. *This task inventory is aligned to both Grade 1 and Grade 2 standards so that students can have the opportunity to demonstrate above-grade-level thinking when applicable. Grade 1 students ARE NOT required to demonstrate above-grade-level thinking.*

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Extend the counting sequence.	(1.NBT.1) (1) Counting on from a Number Other Than One: Say "Please start at 85 and count by ones as high as you can."	Stop students who successfully count to 120. ----- or ----- Stop the student if the counting sequence becomes incorrect. Record the last correct number. If the student does not know how to answer the question, then model for him/her. Say "Let me show you how to start counting at 62, and then you can show me how to start counting at 85. Okay, 62, 63, 64... Now, can you show me how to start counting at 85?"	Correctly counts to 120: ____ [3] Correctly counts to 110: <u>✓</u> [2] Correctly counts to 100: ____ [1] Correctly counts to: ____ [0] Unable to start counting from a number other than one, or subvocalizes the numbers starting at one: ____ [0]

T1

The response shows some understanding of counting to 120 by ones.

⇒ If a student is successful¹ on Item 1, then proceed to Item 2.
⇒ If a student is not successful on Item 1, then proceed to Item 3.

Understand place value.	(2.NBT.2) (2) Skip Counting: Say "Sometimes we skip count by fives, like 5, 10, 15... Please count as high as you can by fives."	Stop students who successfully count by fives to 40. ----- or ----- Stop the student when the counting sequence becomes incorrect. Record the last correct number and the type of error.	Correctly counts by fives to 40: ____ [2] Correctly counts by fives to: <u>35</u> [1] Unable to count by fives: ____ [0]
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T2

The response shows some understanding of counting by fives.

¹In order for a student to be successful, a student must get the maximum points for each item.

⇒ Proceed to Item 3.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Use place value and properties of operations to add and subtract.	(1.NBT.5) (3) Adding and Subtracting Ten: Present the student the number card (12) and say "Without counting, can you tell me what number is 10 more than 12?" After the student responds, ask "How do you know?" Then ask "Without counting, can you tell me what number is 10 less than 12?" After the student responds, ask "How do you know?"	Record the student's response and explanation in the student response column for Item 3.	Gives the correct answer, 22, without counting?: <u>Y</u> N Explanation: <u>I used the tens place.</u> Gives the correct answer, 2, without counting?: <u>Y</u> N Explanation: <u>I took 10 away.</u> No response or incorrect response: ____ [2] - Both correct [1] - 1 correct [0] - No response or both incorrect

T3

The responses show a complete understanding of mentally adding/ subtracting 10 from a two-digit number.

⇒ If a student is successful on Item 3, then proceed to Item 4.
⇒ If a student is not successful on Item 3, then proceed to Item 5.



Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand place value.	(2.NBT.8) (4) Say "Use mental math to find the answer to these problems:" (a) Add 10 to 889 (b) Add 100 to 674 (c) Subtract 10 from 521 (d) Subtract 100 from 345		(a) Gives the answer 899?: Y (N) Explanation: <u>900</u> (b) Gives the answer 774?: (Y) N Explanation: _____ (c) Gives the answer 511?: (Y) N Explanation: _____ (d) Gives the answer 245?: Y (N) Explanation: <u>445</u> [4] – All 4 correct [3] – 3 correct [2] – 2 correct [1] – 1 correct [0] – No response or all 4 incorrect

T4

The responses show some understanding of adding and subtracting within 1,000.

➡ Proceed to Item 5.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Extend the counting sequence.	(1.NBT.1) (5) Reading and Writing Numerals from 0 to 120: Present the student with the number card 70 and say "Please tell me the name of this number." From 0 to 120: Present the student with the number card 118 and say "Please tell me the name of this number." Provide the student with paper and pencil and say "Please write the number eighty." Say "Please write the number one hundred and six."	Allow time in between naming numbers for students to scribe.	Says 70: ✓ Says 118: ✓ Correctly writes 80: ✓ Correctly writes 106: ✓ [4] – All 4 correct [3] – 3 correct [2] – 2 correct [1] – 1 correct [0] – No response or all 4 incorrect

T5

The responses show a complete understanding of identifying and writing numbers less than 120.

➡ If a student is successful on Item 5, then proceed to Item 6.

➡ If a student is not successful on Item 5, then proceed to Item 7.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand place value.	(2.NBT.3) (6) Reading and Writing Numerals from 0 to 1,000: Present the student with the number card 135 and say "Please tell me the name of this number." Present the student with the number card 889 and say "Please tell me the name of this number." Provide the student with paper and pencil and say "Please write the number nine hundred seventy-two." Say "Please write the number four hundred and forty-five."	Give time between for the student to scribe each number.	Says 135: ✓ Says 889: ✓ Correctly writes 972: ✓ Correctly writes 445: X 544 [4] – All 4 correct [3] – 3 correct [2] – 2 correct [1] – 1 correct [0] – No response or all 4 incorrect

T6

The responses show a partial understanding of identifying and writing numerals within 1,000.

➡ Proceed to Item 7.



Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand place value.	<p>(1.NBT.3)</p> <p>(7) Present the student with the number card "7___4" and symbols cards.</p> <p>(a) Say "Which number is greater?"</p> <p>After the student has identified a value, say "Please put the correct symbol between these two numbers."</p> <p>Repeat the procedure with the following sets:</p> <p>(b) 12 ___ 18</p> <p>(c) 26 ___ 62</p> <p>(d) 57 ___ 57</p>	<p>Card Placement Tip: Place symbol cards on or near the space between the numbers:</p> <p>> greater than < less than = equal to</p> <p>Stop work if the student cannot correctly identify which is greater in the first two pairs.</p>	<p>(a) Correctly identifies 7?: <input checked="" type="radio"/> Y <input type="radio"/> N Correctly identifies 7 > 4?: <input checked="" type="radio"/> Y <input type="radio"/> N</p> <p>(b) Correctly identifies 18?: <input checked="" type="radio"/> Y <input type="radio"/> N Correctly identifies 12 < 18?: Y <input checked="" type="radio"/> N</p> <p>(c) Correctly identifies 62?: <input checked="" type="radio"/> Y <input type="radio"/> N Correctly identifies 26 < 62?: Y <input checked="" type="radio"/> N</p> <p>(d) Correctly identifies 57 is equal to 57?: <input checked="" type="radio"/> Y <input type="radio"/> N Correctly identifies 57 = 57?: <input checked="" type="radio"/> Y <input type="radio"/> N</p> <p>[3] - Correctly identifies all 3 numbers that are "greater" and the 1 pair of numbers that are "equal" and uses the symbols correctly in all four number card sets. [2] - Correctly identifies all 4 numbers and at least 2 symbols [1] - Correctly identifies all 4 numbers [0] - No response or incorrect responses</p>

T7

The responses show a partial understanding of comparing two two-digit numbers and using the symbols correctly.

⇒ If a student is successful on Item 7, then proceed to Item 8.

⇒ If a student is not successful on Item 7, then proceed to Item 9.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand place value.	<p>(2.NBT.4)</p> <p>(8) Present the student with the number card "573___237" and the symbols cards "<," ">," and "=".</p> <p>(a) Say "Please put the correct symbol between these two numbers."</p> <p>Repeat with the following:</p> <p>(b) 273 ___ 237</p> <p>(c) 579 ___ 579</p> <p>(d) 766 ___ 677</p>	<p>Card Placement Tip: Place symbol cards on or near the space between the numbers:</p> <p>> greater than < less than = equal to</p> <p>Stop work if the student cannot correctly identify the first two pairs.</p>	<p>(a) Correctly identifies 573 > 237?: Y N</p> <p>(b) Correctly identifies 273 > 237?: Y N</p> <p>(c) Correctly identifies 579 = 579?: Y N</p> <p>(d) Correctly identifies 766 > 677?: Y N</p> <p>[4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or incorrect responses</p>

T8

There is no response because a full score is not achieved for Trait 7.

⇒ Proceed to Item 9.



Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Work with addition and subtraction equations.	<p>(1.OA.7)</p> <p>(9) Have counters, paper, and a pencil available for the student.</p> <p>(a) Present the student with the equation card "3 + 4 = 7" and say "Please tell me if this number sentence is true or false."</p> <p>After the student responds, ask "Why is this number sentence true/false?" Record the student's response.</p> <p>Repeat the process with the following equations:</p> <p>(b) 8 + 0 = 9</p> <p>(c) 5 = 4 + 1</p> <p>(d) 2 + 4 = 4 + 2</p>	<p>If the student has difficulty understanding the terms "true" and "false," repeat the instructions using the words "right" and "wrong."</p> <p>If the student is unable to solve the problem using mental math, say "You can use paper and pencil or counters to find the answer."</p> <p>Stop work on Item 9 if the student cannot correctly identify the first two pairs.</p>	<p>(a) 3 + 4 = 7 is True?: <input checked="" type="radio"/> Y <input type="radio"/> N Response: <u>It's right</u></p> <p>(b) 8 + 0 = 9 is False?: <input checked="" type="radio"/> Y <input type="radio"/> N Response: <u>It's wrong</u></p> <p>(c) 5 = 4 + 1 is True?: <input type="radio"/> Y <input checked="" type="radio"/> N Response: <u>It's wrong</u></p> <p>(d) 2 + 4 = 4 + 2 is True?: <input checked="" type="radio"/> Y <input type="radio"/> N Response: <u>It's six</u></p> <p>[4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect</p>

T9

The responses show a partial understanding of the equals sign and determining if addition and subtraction equations are true or false.

➡ If a student is successful on Item 9, then proceed to Item 10.

➡ If a student is not successful on Item 9, then proceed to Item 11.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Add and subtract within 20.	<p>(2.OA.2)</p> <p>(10) Say "For the next task, I want you to use mental math to solve an equation (or solve a problem)."</p> <p>(a) What is 3 + 16?"</p> <p>Repeat using the following:</p> <p>(b) 8 - 3</p> <p>(c) 6 + 9</p> <p>(d) 13 - 7</p>	<p>Note the strategy that the student uses to represent each problem and record any incorrect responses.</p>	<p>(a) 3 + 16 _____ Knows addition fact _____ Counts on _____ Composes/decomposes to derive answer _____ Other: _____ No response or incorrect response _____</p> <p>(b) 8 - 3 _____ Counts on _____ Counts up to find the difference _____ Counts down to find the difference _____ Knows addition fact for subtraction _____ Derived fact (compose/decompose) _____ Other: _____ No response or incorrect response _____</p> <p>(c) 6 + 9 _____ Knows addition fact _____ Counts on _____ Composes/decomposes to derive answer _____ Other: _____ No response or incorrect response _____</p> <p>(d) 13 - 7 _____ Counts on _____ Counts up to find the difference _____ Counts down to find the difference _____ Knows addition fact for subtraction _____ Derived fact (compose/decompose) _____ Other: _____ No response or incorrect response _____</p> <p>[4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect</p>

T10

There is no response because a full score is not achieved for Trait 9.

➡ Proceed to Item 11.



Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Represent and solve problems involving addition and subtraction.	<p>(1.OA.1)</p> <p>(11) Solve Addition and Subtraction Word Problems (within 20): Have (counting) objects, paper, pencils, and crayons available for the student.</p> <p>Read the following to the student:</p> <p>(a) "Ten friends were at the playground. Six new friends came to play. How many friends are at the playground now?" Prompt: "You may write, draw, or use objects to represent the problem."</p> <p>(b) "Jaime's mother baked twelve cupcakes. Jamie ate three cupcakes. How many cupcakes are left?"</p>	<p>Repeat the word problems up to three times, if necessary.</p> <p>Note the strategy that the student uses to represent each problem or attach student work. Record any incorrect responses.</p>	<p>(a) Gives the correct response, 16: Y (N) Adds 10 and 6 using an expression or equation ____ Draws a model to solve ✓ Other ____ No response or incorrect response ____</p> <p>(b) Gives the correct response, 9: Y (N) 15 Subtracts 3 from 12 using an expression or equation X Draws a model to solve ✓ but uses addition Adds up from 3 to 12 ____ Other ____ No response or incorrect response ____</p> <p>[2] – 2 correct responses [1] – 1 correct response [0] – No response or both incorrect</p>

T11

The responses show no understanding of solving addition and subtraction word problems within 20.

➡ If a student is successful on Item 11, then proceed to Item 12.

➡ If a student is not successful on Item 11, then this is the end of the inventory task for this student.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Add and subtract within 20.	<p>(2.OA.1)</p> <p>(12) Solve Addition and Subtraction Word Problems (within 100): Have paper and pencils available for the student.</p> <p>Read the following to the student:</p> <p>(a) "Carly has 39 pencils. She gives her friend 18 of the pencils. How many pencils does Carly have left?"</p> <p>(b) "Wilson bought 11 baseball cards on Monday, 16 cards on Tuesday, and 13 cards on Wednesday. He gave his brother 9 of his baseball cards. How many baseball cards does Wilson have now?"</p>	<p>Repeat the word problems up to three times, if necessary.</p> <p>Note the strategy that the student uses to represent each problem or attach student work. Record any incorrect responses.</p>	<p>(a) Gives the correct response, 21: Y N Subtracts 39 from 18 using an expression or equation ____ Draws a model to solve ____ Adds up from 18 to 39 ____ Other ____ No response or incorrect response ____</p> <p>(b) Gives the correct response, 31: Y N Adds 11, 16, and 13, then subtracts 9 using an expression or equation ____ Draws a model to solve ____ Other ____ No response or incorrect response ____</p> <p>[2] – 2 correct responses [1] – 1 correct response [0] – No response or both incorrect</p>

T12

There is no response because a full score is not achieved for Trait 12.

➡ This is the end of the inventory task.

Sample B - Anchor Paper Commentary




Subject/Course: Math

Task Title: Grade 1 Inventory

Grade Level: 1

Year: 2015-2016

Rubric Traits	Anchor Score	Commentary/Rationale	Maximum Score
T1 Trait 1	2	A partially correct answer is given, counting to 110 by ones.	3
T2 Trait 2	1	A partially correct answer is given, counting to 35 by fives.	2
T3 Trait 3	2	Two correct responses are given, correctly adding 10 mentally to get 22 and correctly subtracting 10 mentally to get 2.	2
T4 Trait 4	2	Two correct answers are given.	4
T5 Trait 5	4	Four correct responses are given: 70 and 118 are read correctly, and 80 and 104 are written correctly.	4
T6 Trait 6	3	Three correct responses are given: 135 and 899 are read correctly, and 972 is written correctly. One incorrect response is given, writing 544 instead of 445.	4
T7 Trait 7	2	Four correct responses as to which number is greater are given; only two correct responses are given when placing the correct symbols.	3
T8 Trait 8	0	There is no response because a full score is not achieved for Trait 7.	4
T9 Trait 9	3	Three correct responses are given, identifying three of the four math sentences as either "true" or "false."	4

Rubric Traits	Anchor Score	Commentary/Rationale	Maximum Score
 Trait 10	0	There is no response because a full score is not achieved for Trait 9.	4
 Trait 11	0	Two word problems are solved incorrectly, although there is an attempt to solve them by drawing a model.	2
 Trait 12	0	There is no response because a full score is not achieved for Trait 11.	2



Directions: When administering this task, begin with question 1 and follow the guidance at the bottom of each cluster. A successful response is one that receives full credit; move on to the next sequential question. If response does not receive full credit, follow the guidance at the bottom of the cluster. *This task inventory is aligned to both Grade 1 and Grade 2 standards so that students can have the opportunity to demonstrate above-grade-level thinking when applicable. Grade 1 students ARE NOT required to demonstrate above-grade-level thinking.*

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Extend the counting sequence.	(1.NBT.1) (1) Counting on from a Number Other Than One: Say "Please start at 85 and count by ones as high as you can."	Stop students who successfully count to 120. ----- or ----- Stop the student if the counting sequence becomes incorrect. Record the last correct number. If the student does not know how to answer the question, then model for him/her. Say "Let me show you how to start counting at 62, and then you can show me how to start counting at 85. Okay, 62, 63, 64 ... Now, can you show me how to start counting at 85?"	Correctly counts to 120: ____ [3] Correctly counts to 110: ____ [2] Correctly counts to 100: <u>✓</u> (11) Correctly counts to: ____ [0] Unable to start counting from a number other than one, or subvocalizes the numbers starting at one: ____ [0]

T1

The response shows a partial understanding of counting to 120 by ones.

➡ If a student is successful¹ on Item 1, then proceed to Item 2.

➡ If a student is not successful on Item 1, then proceed to Item 3.

Understand place value.	(2.NBT.2) (2) Skip Counting: Say "Sometimes we skip count by fives, like 5, 10, 15 ... Please count as high as you can by fives."	Stop students who successfully count by fives to 40. ----- or ----- Stop the student when the counting sequence becomes incorrect. Record the last correct number and the type of error.	Correctly counts by fives to 40: ____ [2] Correctly counts by fives to: ____ [1] Unable to count by fives: ____ [0]
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T2

There is no response because a full score is not achieved for Trait 1.

¹In order for a student to be successful, a student must get the maximum points for each item.

➡ Proceed to Item 3.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Use place value and properties of operations to add and subtract.	(1.NBT.5) (3) Adding and Subtracting Ten: Present the student the number card (12) and say "Without counting, can you tell me what number is 10 more than 12?" After the student responds, ask "How do you know?" Then ask "Without counting, can you tell me what number is 10 less than 12?" After the student responds, ask "How do you know?"	Record the student's response and explanation in the student response column for Item 3.	Gives the correct answer, 22, without counting?: Y (N) Says 20 Explanation: _____ Gives the correct answer, 2, without counting?: Y N Explanation: Cross out one No response or incorrect response: _____ [2] - Both correct (11) 1 correct [0] - No response or both incorrect

T3

The responses show a partial understanding of mentally adding/ subtracting 10 from a two-digit number.

➡ If a student is successful on Item 3, then proceed to Item 4.

➡ If a student is not successful on Item 3, then proceed to Item 5.



Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand place value.	(2.NBT.8) (4) Say "Use mental math to find the answer to these problems:" (a) Add 10 to 889 (b) Add 100 to 674 (c) Subtract 10 from 521 (d) Subtract 100 from 345		(a) Gives the answer 899?: Y N Explanation: _____ (b) Gives the answer 774?: Y N Explanation: _____ (c) Gives the answer 511?: Y N Explanation: _____ (d) Gives the answer 245?: Y N Explanation: _____ [4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect

T4

There is no response because a full score is not achieved for Trait 3.

➡ Proceed to Item 5.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Extend the counting sequence.	(1.NBT.1) (5) Reading and Writing Numerals from 0 to 120: Present the student with the number card 70 and say "Please tell me the name of this number." From 0 to 120: Present the student with the number card 118 and say "Please tell me the name of this number." Provide the student with paper and pencil and say "Please write the number eighty." Say "Please write the number one hundred and six."	Allow time in between naming numbers for students to scribe.	Says 70: ✓ Says 118: ✓ Correctly writes 80: ✓ Correctly writes 106: X 1006 [4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect

T5

The responses show a partial understanding of identifying and writing numerals up to 120.

➡ If a student is successful on Item 5, then proceed to Item 6.

➡ If a student is not successful on Item 5, then proceed to Item 7.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand place value.	(2.NBT.3) (6) Reading and Writing Numerals from 0 to 1,000: Present the student with the number card 135 and say "Please tell me the name of this number." Present the student with the number card 889 and say "Please tell me the name of this number." Provide the student with paper and pencil and say "Please write the number nine hundred seventy-two." Say "Please write the number four hundred and forty-five."	Give time between for the student to scribe each number.	Says 135: _____ Says 889: _____ Correctly writes 972: _____ Correctly writes 445: _____ [4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect

T6

There is no response because a full score is not achieved for Trait 5.

➡ Proceed to Item 7.



Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand place value.	<p>(1.NBT.3)</p> <p>(7) Present the student with the number card "7 ___ 4" and symbols cards.</p> <p>(a) Say "Which number is greater?"</p> <p>After the student has identified a value, say "Please put the correct symbol between these two numbers."</p> <p>Repeat the procedure with the following sets:</p> <p>(b) 12 ___ 18</p> <p>(c) 26 ___ 62</p> <p>(d) 57 ___ 57</p>	<p>Card Placement Tip: Place symbol cards on or near the space between the numbers:</p> <p>> greater than < less than = equal to</p> <p>Stop work if the student cannot correctly identify which is greater in the first two pairs.</p>	<p>(a) Correctly identifies 7? <input checked="" type="radio"/> Y <input type="radio"/> N Correctly identifies 7 > 4? Y <input type="radio"/> N</p> <p>(b) Correctly identifies 18? <input checked="" type="radio"/> Y <input type="radio"/> N Correctly identifies 12 < 18? Y <input type="radio"/> N</p> <p>(c) Correctly identifies 62? <input checked="" type="radio"/> Y <input type="radio"/> N Correctly identifies 26 < 62? Y <input type="radio"/> N</p> <p>(d) Correctly identifies 57 is equal to 57? <input checked="" type="radio"/> Y <input type="radio"/> N Correctly identifies 57 = 57? Y <input type="radio"/> N</p> <p>[3] - Correctly identifies all 3 numbers that are "greater" and the 1 pair of numbers that are "equal" and uses the symbols correctly in all four number card sets.</p> <p>[2] - Correctly identifies all 4 numbers and at least 2 symbols</p> <p>[1] - Correctly identifies all 4 numbers</p> <p>[0] - No response or incorrect responses</p>

T7

The responses show a complete understanding of identifying which number is greater, but no understanding of the correct symbol to use to compare two two-digit numbers.

- ➡ If a student is successful on Item 7, then proceed to Item 8.
➡ If a student is not successful on Item 7, then proceed to Item 9.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand place value.	<p>(2.NBT.4)</p> <p>(8) Present the student with the number card "573 ___ 237" and the symbols cards "<," ">," and "=".</p> <p>(a) Say "Please put the correct symbol between these two numbers."</p> <p>Repeat with the following:</p> <p>(b) 273 ___ 237</p> <p>(c) 579 ___ 579</p> <p>(d) 766 ___ 677</p>	<p>Card Placement Tip: Place symbol cards on or near the space between the numbers:</p> <p>> greater than < less than = equal to</p> <p>Stop work if the student cannot correctly identify the first two pairs.</p>	<p>(a) Correctly identifies 573 > 237? Y <input type="radio"/> N</p> <p>(b) Correctly identifies 273 > 237? Y <input type="radio"/> N</p> <p>(c) Correctly identifies 579 = 579? Y <input type="radio"/> N</p> <p>(d) Correctly identifies 766 > 677? Y <input type="radio"/> N</p> <p>[4] - All 4 correct</p> <p>[3] - 3 correct</p> <p>[2] - 2 correct</p> <p>[1] - 1 correct</p> <p>[0] - No response or incorrect responses</p>

T8

There is no response because a full score is not achieved for Trait 7.

- ➡ Proceed to Item 9.



Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Work with addition and subtraction equations.	<p>(1.OA.7)</p> <p>(9) Have counters, paper, and a pencil available for the student.</p> <p>(a) Present the student with the equation card "$3 + 4 = 7$" and say "Please tell me if this number sentence is true or false."</p> <p>After the student responds, ask "Why is this number sentence true/false?" Record the student's response.</p> <p>Repeat the process with the following equations:</p> <p>(b) $8 + 0 = 9$</p> <p>(c) $5 = 4 + 1$</p> <p>(d) $2 + 4 = 4 + 2$</p>	<p>If the student has difficulty understanding the terms "true" and "false," repeat the instructions using the words "right" and "wrong."</p> <p>If the student is unable to solve the problem using mental math, say "You can use paper and pencil or counters to find the answer."</p> <p>Stop work on Item 9 if the student cannot correctly identify the first two pairs.</p>	<p>(a) $3 + 4 = 7$ is True?: <input checked="" type="radio"/> Y <input type="radio"/> N Response: <u>I plused</u></p> <p>(b) $8 + 0 = 9$ is False?: <input checked="" type="radio"/> Y <input type="radio"/> N Response: <u>I plused</u></p> <p>(c) $5 = 4 + 1$ is True?: <input type="radio"/> Y <input checked="" type="radio"/> N Response: <u>5 is bigger</u></p> <p>(d) $2 + 4 = 4 + 2$ is True?: <input type="radio"/> Y <input checked="" type="radio"/> N Response: <u>4 is 4</u></p> <p>[4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect</p>

T9

The responses show a partial understanding of the meaning of the equals sign and determining if equations are true or false.

- ➡ If a student is successful on Item 9, then proceed to Item 10.
- ➡ If a student is not successful on Item 9, then proceed to Item 11.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Add and subtract within 20.	<p>(2.OA.2)</p> <p>(10) Say "For the next task, I want you to use mental math to solve an equation (or solve a problem)."</p> <p>(a) What is $3 + 16$?"</p> <p>Repeat using the following:</p> <p>(b) $8 - 3$</p> <p>(c) $6 + 9$</p> <p>(d) $13 - 7$</p>	<p>Note the strategy that the student uses to represent each problem and record any incorrect responses.</p>	<p>(a) $3 + 16$ _____ Knows addition fact _____ Counts on _____ Composes/decomposes to derive answer _____ Other: _____ No response or incorrect response _____</p> <p>(b) $8 - 3$ _____ Counts on _____ Counts up to find the difference _____ Counts down to find the difference _____ Knows addition fact for subtraction _____ Derived fact (compose/decompose) _____ Other: _____ No response or incorrect response _____</p> <p>(c) $6 + 9$ _____ Knows addition fact _____ Counts on _____ Composes/decomposes to derive answer _____ Other: _____ No response or incorrect response _____</p> <p>(d) $13 - 7$ _____ Counts on _____ Counts up to find the difference _____ Counts down to find the difference _____ Knows addition fact for subtraction _____ Derived fact (compose/decompose) _____ Other: _____ No response or incorrect response _____</p> <p>[4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect</p>

T10

There is no response because a full score is not achieved for Trait 9.

➡ Proceed to Item 11.



Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Represent and solve problems involving addition and subtraction.	<p>(1.OA.1)</p> <p>(11) Solve Addition and Subtraction Word Problems (within 20): Have (counting) objects, paper, pencils, and crayons available for the student.</p> <p>Read the following to the student:</p> <p>(a) "Ten friends were at the playground. Six new friends came to play. How many friends are at the playground now?" Prompt: "You may write, draw, or use objects to represent the problem."</p> <p>(b) "Jaime's mother baked twelve cupcakes. Jamie ate three cupcakes. How many cupcakes are left?"</p>	<p>Repeat the word problems up to three times, if necessary.</p> <p>Note the strategy that the student uses to represent each problem or attach student work. Record any incorrect responses.</p>	<p>(a) Gives the correct response, 16: <input checked="" type="radio"/> Y <input type="radio"/> N Adds 10 and 6 using an expression or equation ____ Draws a model to solve ____ Other <u>Uses Cubes</u> No response or incorrect response ____</p> <p>(b) Gives the correct response, 9: <input type="radio"/> Y <input checked="" type="radio"/> N <input type="radio"/> I <input type="radio"/> O Subtracts 3 from 12 using an expression or equation ____ Draws a model to solve ____ Adds up from 3 to 12 ____ Other <u>Uses Cubes</u> No response or incorrect response ____</p> <p>[2] - 2 correct responses [1] - 1 correct response [0] - No response or both incorrect</p>

T11

The responses show a limited understanding of solving addition and subtraction word problems within 20, only successfully solving the addition problem in Part A.

- ➡ If a student is successful on Item 11, then proceed to Item 12.
- ➡ If a student is not successful on Item 11, then this is the end of the inventory task for this student.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Add and subtract within 20.	<p>(2.OA.1)</p> <p>(12) Solve Addition and Subtraction Word Problems (within 100): Have paper and pencils available for the student.</p> <p>Read the following to the student:</p> <p>(a) "Carly has 39 pencils. She gives her friend 18 of the pencils. How many pencils does Carly have left?"</p> <p>(b) "Wilson bought 11 baseball cards on Monday, 16 cards on Tuesday, and 13 cards on Wednesday. He gave his brother 9 of his baseball cards. How many baseball cards does Wilson have now?"</p>	<p>Repeat the word problems up to three times, if necessary.</p> <p>Note the strategy that the student uses to represent each problem or attach student work. Record any incorrect responses.</p>	<p>(a) Gives the correct response, 21: <input type="radio"/> Y <input checked="" type="radio"/> N Subtracts 39 from 18 using an expression or equation ____ Draws a model to solve ____ Adds up from 18 to 39 ____ Other ____ No response or incorrect response ____</p> <p>(b) Gives the correct response, 31: <input type="radio"/> Y <input checked="" type="radio"/> N Adds 11, 16, and 13, then subtracts 9 using an expression or equation ____ Draws a model to solve ____ Other ____ No response or incorrect response ____</p> <p>[2] - 2 correct responses [1] - 1 correct response [0] - No response or both incorrect</p>

T12

There is no response because a full score is not achieved for Trait 11.

➡ This is the end of the inventory task.

Sample C - Anchor Paper Commentary




Subject/Course: Math

Task Title: Grade 1 Inventory

Grade Level: 1

Year: 2015-2016

Rubric Traits	Anchor Score	Commentary/Rationale	Maximum Score
T1 Trait 1	1	A partial response is given, only counting to 100 by ones.	3
T2 Trait 2	0	There is no response because a full score is not achieved for Trait 1.	2
T3 Trait 3	1	One incorrect answer is given, saying 20 instead of 22. One correct answer is given, 2, for the second part.	2
T4 Trait 4	0	There is no response because a full score is not achieved for Trait 3.	4
T5 Trait 5	3	Three correct answers are given: being able to identify 70, 118, and correctly writing 80.	4
T6 Trait 6	0	There is no response because a full score is not achieved for Trait 5.	4
T7 Trait 7	1	Four correct answers are given identifying which number is greater. Four incorrect comparison symbols are given for each number set.	3
T8 Trait 8	0	There is no response because a full score is not achieved for Trait 7.	4
T9 Trait 9	2	Two correct responses were given, only being able to correctly identify if a sentence was True or False for Parts A and B.	4

Rubric Traits	Anchor Score	Commentary/Rationale	Maximum Score
 Trait 10	0	There is no response because full score is not achieved for Trait 9.	4
 Trait 11	1	One correct answer, 16, is given for the first word problem. One incorrect answer, 10, is given for the second word problem.	2
 Trait 12	0	There is no response because a full score is not achieved for Trait 11.	2



Directions: When administering this task, begin with question 1 and follow the guidance at the bottom of each cluster. A successful response is one that receives full credit; move on to the next sequential question. If response does not receive full credit, follow the guidance at the bottom of the cluster. *This task inventory is aligned to both Grade 1 and Grade 2 standards so that students can have the opportunity to demonstrate above-grade-level thinking when applicable. Grade 1 students ARE NOT required to demonstrate above-grade-level thinking.*

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Extend the counting sequence.	(1.NBT.1) (1) Counting on from a Number Other Than One: Say "Please start at 85 and count by ones as high as you can."	Stop students who successfully count to 120. ----- or ----- Stop the student if the counting sequence becomes incorrect. Record the last correct number. If the student does not know how to answer the question, then model for him/her. Say "Let me show you how to start counting at 62, and then you can show me how to start counting at 85. Okay, 62, 63, 64... Now, can you show me how to start counting at 85?"	Correctly counts to 120: ____ [3] Correctly counts to 110: ____ [2] Correctly counts to 100: ____ [1] Correctly counts to: <u>89</u> [0] Unable to start counting from a number other than one, or subvocalizes the numbers starting at one: ____ [0]

T1

The response shows a partial understanding of counting to 120 by ones.

➡ If a student is successful¹ on Item 1, then proceed to Item 2.

➡ If a student is not successful on Item 1, then proceed to Item 3.

Understand place value.	(2.NBT.2) (2) Skip Counting: Say "Sometimes we skip count by fives, like 5, 10, 15... Please count as high as you can by fives."	Stop students who successfully count by fives to 40. ----- or ----- Stop the student when the counting sequence becomes incorrect. Record the last correct number and the type of error.	Correctly counts by fives to 40: ____ [2] Correctly counts by fives to: ____ [1] Unable to count by fives: ____ [0]
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T2

There is no response because a full score is not achieved for Trait 1.

¹In order for a student to be successful, a student must get the maximum points for each item.

➡ Proceed to Item 3.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Use place value and properties of operations to add and subtract.	(1.NBT.5) (3) Adding and Subtracting Ten: Present the student the number card (12) and say "Without counting, can you tell me what number is 10 more than 12?" After the student responds, ask "How do you know?" Then ask "Without counting, can you tell me what number is 10 less than 12?" After the student responds, ask "How do you know?"	Record the student's response and explanation in the student response column for Item 3.	Gives the correct answer, 22, without counting?: Y (N) Explanation: <u>13</u> Gives the correct answer, 2, without counting?: Y (N) Explanation: <u>0</u> No response or incorrect response: ____ [2] - Both correct [1] - 1 correct [0] - No response or both incorrect

T3

The responses show a limited understanding of mentally adding and subtracting 10 from two-digit numbers.

➡ If a student is successful on Item 3, then proceed to Item 4.

➡ If a student is not successful on Item 3, then proceed to Item 5.



Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand place value.	(2.NBT.8) (4) Say "Use mental math to find the answer to these problems:" (a) Add 10 to 889 (b) Add 100 to 674 (c) Subtract 10 from 521 (d) Subtract 100 from 345		(a) Gives the answer 899?: Y N Explanation: _____ (b) Gives the answer 774?: Y N Explanation: _____ (c) Gives the answer 511?: Y N Explanation: _____ (d) Gives the answer 245?: Y N Explanation: _____ [4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect

T4

There is no response because a full score is not achieved for Trait 3.

➡ Proceed to Item 5.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Extend the counting sequence.	(1.NBT.1) (5) Reading and Writing Numerals from 0 to 120: Present the student with the number card 70 and say "Please tell me the name of this number." From 0 to 120: Present the student with the number card 118 and say "Please tell me the name of this number." Provide the student with paper and pencil and say "Please write the number eighty." Say "Please write the number one hundred and six."	Allow time in between naming numbers for students to scribe.	Says 70: <u>X</u> 700 Says 118: <u>X</u> 18 Correctly writes 80: <u>✓</u> Correctly writes 106: <u>X</u> 16 [4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect

T5

The responses show a limited understanding of identifying and writing numerals up to 120.

➡ If a student is successful on Item 5, then proceed to Item 6.

➡ If a student is not successful on Item 5, then proceed to Item 7.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand place value.	(2.NBT.3) (6) Reading and Writing Numerals from 0 to 1,000: Present the student with the number card 135 and say "Please tell me the name of this number." Present the student with the number card 889 and say "Please tell me the name of this number." Provide the student with paper and pencil and say "Please write the number nine hundred seventy-two." Say "Please write the number four hundred and forty-five."	Give time between for the student to scribe each number.	Says 135: _____ Says 889: _____ Correctly writes 972: _____ Correctly writes 445: _____ [4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect

T6

There is no response because a full score is not achieved for Trait 5.

➡ Proceed to Item 7.



Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand place value.	<p>(1.NBT.3)</p> <p>(7) Present the student with the number card "7___4" and symbols cards.</p> <p>(a) Say "Which number is greater?"</p> <p>After the student has identified a value, say "Please put the correct symbol between these two numbers."</p> <p>Repeat the procedure with the following sets:</p> <p>(b) 12 ___ 18</p> <p>(c) 26 ___ 62</p> <p>(d) 57 ___ 57</p>	<p>Card Placement Tip: Place symbol cards on or near the space between the numbers:</p> <p>> greater than < less than = equal to</p> <p>Stop work if the student cannot correctly identify which is greater in the first two pairs.</p>	<p>(a) Correctly identifies 7?: <input checked="" type="radio"/> Y <input type="radio"/> N Correctly identifies 7 > 4?: Y <input checked="" type="radio"/> N</p> <p>(b) Correctly identifies 18?: Y <input checked="" type="radio"/> N Correctly identifies 12 < 18?: Y <input checked="" type="radio"/> N</p> <p>(c) Correctly identifies 62?: <input checked="" type="radio"/> Y <input type="radio"/> N Correctly identifies 26 < 62?: Y <input checked="" type="radio"/> N</p> <p>(d) Correctly identifies 57 is equal to 57?: Y <input checked="" type="radio"/> N Correctly identifies 57 = 57?: Y <input checked="" type="radio"/> N</p> <p>[3] - Correctly identifies all 3 numbers that are "greater" and the 1 pair of numbers that are "equal" and uses the symbols correctly in all four number card sets.</p> <p>[2] - Correctly identifies all 4 numbers and at least 2 symbols</p> <p>[1] - Correctly identifies all 4 numbers</p> <p>[0] - No response or incorrect responses</p>

T7

The responses show a limited understanding of identifying the numeral that is greater and recording the results with comparison symbols.

- ➡ If a student is successful on Item 7, then proceed to Item 8.
- ➡ If a student is not successful on Item 7, then proceed to Item 9.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand place value.	<p>(2.NBT.4)</p> <p>(8) Present the student with the number card "573___237" and the symbols cards "<," ">," and "=".</p> <p>(a) Say "Please put the correct symbol between these two numbers."</p> <p>Repeat with the following:</p> <p>(b) 273 ___ 237</p> <p>(c) 579 ___ 579</p> <p>(d) 766 ___ 677</p>	<p>Card Placement Tip: Place symbol cards on or near the space between the numbers:</p> <p>> greater than < less than = equal to</p> <p>Stop work if the student cannot correctly identify the first two pairs.</p>	<p>(a) Correctly identifies 573 > 237?: Y <input type="radio"/> N <input checked="" type="radio"/> Y</p> <p>(b) Correctly identifies 273 > 237?: Y <input type="radio"/> N <input checked="" type="radio"/> Y</p> <p>(c) Correctly identifies 579 = 579?: Y <input type="radio"/> N <input checked="" type="radio"/> Y</p> <p>(d) Correctly identifies 766 > 677?: Y <input type="radio"/> N <input checked="" type="radio"/> Y</p> <p>[4] - All 4 correct</p> <p>[3] - 3 correct</p> <p>[2] - 2 correct</p> <p>[1] - 1 correct</p> <p>[0] - No response or incorrect responses</p>

T8

There is no response because a full score is not achieved for Trait 7.

- ➡ Proceed to Item 9.



Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Work with addition and subtraction equations.	<p>(1.OA.7)</p> <p>(9) Have counters, paper, and a pencil available for the student.</p> <p>(a) Present the student with the equation card "3 + 4 = 7" and say "Please tell me if this number sentence is true or false."</p> <p>After the student responds, ask "Why is this number sentence true/false?" Record the student's response.</p> <p>Repeat the process with the following equations:</p> <p>(b) $8 + 0 = 9$</p> <p>(c) $5 = 4 + 1$</p> <p>(d) $2 + 4 = 4 + 2$</p>	<p>If the student has difficulty understanding the terms "true" and "false," repeat the instructions using the words "right" and "wrong."</p> <p>If the student is unable to solve the problem using mental math, say "You can use paper and pencil or counters to find the answer."</p> <p>Stop work on Item 9 if the student cannot correctly identify the first two pairs.</p>	<p>(a) $3 + 4 = 7$ is True?: \textcircled{Y} \textcircled{N} Response: <u>3 plus 4 is 7</u></p> <p>(b) $8 + 0 = 9$ is False?: \textcircled{Y} \textcircled{N} Response: <u>Counts 8, 9</u></p> <p>(c) $5 = 4 + 1$ is True?: \textcircled{Y} \textcircled{N} Response: <u>5 is a lot more</u></p> <p>(d) $2 + 4 = 4 + 2$ is True?: \textcircled{Y} \textcircled{N} Response: <u>not sure</u></p> <p>[4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect</p>

T9

The responses show a limited understanding of determining if addition/subtraction equations are true or false.

- ➡ If a student is successful on Item 9, then proceed to Item 10.
➡ If a student is not successful on Item 9, then proceed to Item 11.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Add and subtract within 20.	<p>(2.OA.2)</p> <p>(10) Say "For the next task, I want you to use mental math to solve an equation (or solve a problem)."</p> <p>(a) What is $3 + 16$?"</p> <p>Repeat using the following:</p> <p>(b) $8 - 3$</p> <p>(c) $6 + 9$</p> <p>(d) $13 - 7$</p>	<p>Note the strategy that the student uses to represent each problem and record any incorrect responses.</p>	<p>(a) $3 + 16$ _____ Knows addition fact _____ Counts on _____ Composes/decomposes to derive answer _____ Other: _____ No response or incorrect response _____</p> <p>(b) $8 - 3$ _____ Counts on _____ Counts up to find the difference _____ Counts down to find the difference _____ Knows addition fact for subtraction _____ Derived fact (compose/decompose) _____ Other _____ No response or incorrect response _____</p> <p>(c) $6 + 9$ _____ Knows addition fact _____ Counts on _____ Composes/decomposes to derive answer _____ Other _____ No response or incorrect response _____</p> <p>(d) $13 - 7$ _____ Counts on _____ Counts up to find the difference _____ Counts down to find the difference _____ Knows addition fact for subtraction _____ Derived fact (compose/decompose) _____ Other _____ No response or incorrect response _____</p> <p>[4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect</p>

T10

There is no response because a full score is not achieved for Trait 9.

➡ Proceed to Item 11.



Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Represent and solve problems involving addition and subtraction.	<p>(1.OA.1)</p> <p>(11) Solve Addition and Subtraction Word Problems (within 20): Have (counting) objects, paper, pencils, and crayons available for the student.</p> <p>Read the following to the student:</p> <p>(a) "Ten friends were at the playground. Six new friends came to play. How many friends are at the playground now?" Prompt: "You may write, draw, or use objects to represent the problem."</p> <p>(b) "Jaime's mother baked twelve cupcakes. Jamie ate three cupcakes. How many cupcakes are left?"</p>	<p>Repeat the word problems up to three times, if necessary.</p> <p>Note the strategy that the student uses to represent each problem or attach student work. Record any incorrect responses.</p>	<p>(a) Gives the correct response, 16: <u>Y</u> N Adds 10 and 6 using an expression or equation ____ Draws a model to solve ____ Other <u>blocks</u> No response or incorrect response ____</p> <p>(b) Gives the correct response, 9: Y N Subtracts 3 from 12 using an expression or equation ____ Draws a model to solve ____ Adds up from 3 to 12 ____ Other ____ No response or incorrect response <u>X</u></p> <p>[2] - 2 correct responses [1] - 1 correct response [0] - No response or both incorrect</p>

T11

The responses show a partial understanding of solving addition/subtraction word problems within 20.

⇒ If a student is successful on Item 11, then proceed to Item 12.

⇒ If a student is not successful on Item 11, then this is the end of the inventory task for this student.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Add and subtract within 20.	<p>(2.OA.1)</p> <p>(12) Solve Addition and Subtraction Word Problems (within 100): Have paper and pencils available for the student.</p> <p>Read the following to the student:</p> <p>(a) "Carly has 39 pencils. She gives her friend 18 of the pencils. How many pencils does Carly have left?"</p> <p>(b) "Wilson bought 11 baseball cards on Monday, 16 cards on Tuesday, and 13 cards on Wednesday. He gave his brother 9 of his baseball cards. How many baseball cards does Wilson have now?"</p>	<p>Repeat the word problems up to three times, if necessary.</p> <p>Note the strategy that the student uses to represent each problem or attach student work. Record any incorrect responses.</p>	<p>(a) Gives the correct response, 21: Y N Subtracts 39 from 18 using an expression or equation ____ Draws a model to solve ____ Adds up from 18 to 39 ____ Other ____ No response or incorrect response ____</p> <p>(b) Gives the correct response, 31: Y N Adds 11, 16, and 13, then subtracts 9 using an expression or equation ____ Draws a model to solve ____ Other ____ No response or incorrect response ____</p> <p>[2] - 2 correct responses [1] - 1 correct response [0] - No response or both incorrect</p>

T12

There is no response because a full score is not achieved for Trait 11.

⇒ This is the end of the inventory task.

Sample D - Anchor Paper Commentary




Subject/Course: Math

Task Title: Grade 1 Inventory

Grade Level: 1

Year: 2015-2016

Rubric Traits	Anchor Score	Commentary/Rationale	Maximum Score
T1 Trait 1	0	A partially correct response is given, only counting to 89 by ones.	3
T2 Trait 2	0	There is no response because a full score is not achieved for Trait 1.	2
T3 Trait 3	0	Two incorrect answers are given, responding 13 and 0 for the respective sections.	2
T4 Trait 4	0	There is no response because a full score is not achieved for Trait 3.	4
T5 Trait 5	1	One correct answer is given, writing 80 correctly. Three incorrect answers are given.	4
T6 Trait 6	0	There is no response because a full score is not achieved for Trait 5.	4
T7 Trait 7	0	Two correct answers are given (Parts A and C), and four incorrect comparison symbols are given.	3
T8 Trait 8	0	There is no response because a full score is not achieved for Trait 7.	4
T9 Trait 9	1	One correct answer is given, but then three incorrect answers are given.	4

Rubric Traits	Anchor Score	Commentary/Rationale	Maximum Score
 Trait 10	0	There is no response because a full score is not achieved for Trait 9.	4
 Trait 11	1	One correct answer is given for the first word problem. One incorrect answer is given for the second word problem.	2
 Trait 12	0	There is no response because a full score is not achieved for Trait 11.	2



Directions: When administering this task, begin with question 1 and follow the guidance at the bottom of each cluster. A successful response is one that receives full credit; move on to the next sequential question. If response does not receive full credit, follow the guidance at the bottom of the cluster. **This task inventory is aligned to both Grade 1 and Grade 2 standards so that students can have the opportunity to demonstrate above-grade-level thinking when applicable. Grade 1 students ARE NOT required to demonstrate above-grade-level thinking.**

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Extend the counting sequence.	(1.NBT.1) (1) Counting on from a Number Other Than One: Say "Please start at 85 and count by ones as high as you can."	Stop students who successfully count to 120. ----- or ----- Stop the student if the counting sequence becomes incorrect. Record the last correct number. If the student does not know how to answer the question, then model for him/her. Say "Let me show you how to start counting at 62, and then you can show me how to start counting at 85. Okay, 62, 63, 64... Now, can you show me how to start counting at 85?"	Correctly counts to 120 : ____ [3] Correctly counts to 110 : ____ [2] Correctly counts to 100 : ____ [1] Correctly counts to: ____ [0] Unable to start counting from a number other than one, or subvocalizes the numbers starting at one: X [0]

T1
The response shows a limited understanding of counting to 120 by ones.

- ➡ If a student is successful¹ on Item 1, then proceed to Item 2.
➡ If a student is not successful on Item 1, then proceed to Item 3.

Understand place value.	(2.NBT.2) (2) Skip Counting: Say "Sometimes we skip count by fives, like 5, 10, 15... Please count as high as you can by fives."	Stop students who successfully count by fives to 40. ----- or ----- Stop the student when the counting sequence becomes incorrect. Record the last correct number and the type of error.	Correctly counts by fives to 40 : ____ [2] Correctly counts by fives to: ____ [1] Unable to count by fives: ____ [0]
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T2
There is no response because a full score is not achieved for Trait 1.

¹In order for a student to be successful, a student must get the maximum points for each item.

➡ **Proceed to Item 3.**

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Use place value and properties of operations to add and subtract.	(1.NBT.5) (3) Adding and Subtracting Ten: Present the student the number card (12) and say "Without counting, can you tell me what number is 10 more than 12?" After the student responds, ask "How do you know?" Then ask "Without counting, can you tell me what number is 10 less than 12?" After the student responds, ask "How do you know?"	Record the student's response and explanation in the student response column for Item 3.	Gives the correct answer, 22 , without counting?: Y (N) Explanation: <u>no response</u> Gives the correct answer, 2 , without counting?: Y (N) Explanation: <u>no response</u> No response or incorrect response: <u>✓</u> [2] - Both correct [1] - 1 correct [0] - No response or both incorrect

T3
The non-responses show a limited understanding of mentally adding/ subtracting 10 from a number.

- ➡ If a student is successful on Item 3, then proceed to Item 4.
➡ If a student is not successful on Item 3, then proceed to Item 5.



Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand place value.	(2.NBT.8) (4) Say "Use mental math to find the answer to these problems:" (a) Add 10 to 889 (b) Add 100 to 674 (c) Subtract 10 from 521 (d) Subtract 100 from 345		(a) Gives the answer 899?: Y N Explanation: _____ (b) Gives the answer 774?: Y N Explanation: _____ (c) Gives the answer 511?: Y N Explanation: _____ (d) Gives the answer 245?: Y N Explanation: _____ [4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect

T4

There is no response because a full score is not achieved for Trait 3.

➡ Proceed to Item 5.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Extend the counting sequence.	(1.NBT.1) (5) Reading and Writing Numerals from 0 to 120: Present the student with the number card 70 and say "Please tell me the name of this number." From 0 to 120: Present the student with the number card 118 and say "Please tell me the name of this number." Provide the student with paper and pencil and say "Please write the number eighty." Say "Please write the number one hundred and six."	Allow time in between naming numbers for students to scribe.	Says 70: ✓ Says 118: <u>X</u> eight Correctly writes 80: ✓ Correctly writes 106: <u>X</u> no response [4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect

T5

The responses show a partial understanding of recognizing and writing numerals within 120.

➡ If a student is successful on Item 5, then proceed to Item 6.

➡ If a student is not successful on Item 5, then proceed to Item 7.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand place value.	(2.NBT.3) (6) Reading and Writing Numerals from 0 to 1,000: Present the student with the number card 135 and say "Please tell me the name of this number." Present the student with the number card 889 and say "Please tell me the name of this number." Provide the student with paper and pencil and say "Please write the number nine hundred seventy-two." Say "Please write the number four hundred and forty-five."	Give time between for the student to scribe each number.	Says 135: _____ Says 889: _____ Correctly writes 972: _____ Correctly writes 445: _____ [4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect

T6

There is no response because a full score is not achieved for Trait 5.

➡ Proceed to Item 7.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand place value.	<p>(1.NBT.3)</p> <p>(7) Present the student with the number card "7 ____ 4" and symbols cards.</p> <p>(a) Say "Which number is greater?"</p> <p>After the student has identified a value, say "Please put the correct symbol between these two numbers."</p> <p>Repeat the procedure with the following sets:</p> <p>(b) 12 ____ 18</p> <p>(c) 26 ____ 62</p> <p>(d) 57 ____ 57</p>	<p>Card Placement Tip: Place symbol cards on or near the space between the numbers:</p> <p>> greater than < less than = equal to</p> <p>Stop work if the student cannot correctly identify which is greater in the first two pairs.</p>	<p>(a) Correctly identifies 7?: <input checked="" type="radio"/> Y <input type="radio"/> N Correctly identifies 7 > 4?: Y <input type="radio"/> N</p> <p>(b) Correctly identifies 18?: Y <input type="radio"/> N Correctly identifies 12 < 18?: Y <input type="radio"/> N</p> <p>(c) Correctly identifies 62?: Y <input type="radio"/> N Correctly identifies 26 < 62?: Y <input type="radio"/> N</p> <p>(d) Correctly identifies 57 is equal to 57?: Y <input type="radio"/> N Correctly identifies 57 = 57?: Y <input type="radio"/> N</p> <p>[3] - Correctly identifies all 3 numbers that are "greater" and the 1 pair of numbers that are "equal" and uses the symbols correctly in all four number card sets. [2] - Correctly identifies all 4 numbers and at least 2 symbols [1] - Correctly identifies all 4 numbers [0] - No response or incorrect responses</p>

T7

The responses show a limited understanding of identifying which number is greater and using the comparison symbols.

➡ If a student is successful on Item 7, then proceed to Item 8.

➡ If a student is not successful on Item 7, then proceed to Item 9.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand place value.	<p>(2.NBT.4)</p> <p>(8) Present the student with the number card "573 ____ 237" and the symbols cards "<," ">," and "=".</p> <p>(a) Say "Please put the correct symbol between these two numbers."</p> <p>Repeat with the following:</p> <p>(b) 273 ____ 237</p> <p>(c) 579 ____ 579</p> <p>(d) 766 ____ 677</p>	<p>Card Placement Tip: Place symbol cards on or near the space between the numbers:</p> <p>> greater than < less than = equal to</p> <p>Stop work if the student cannot correctly identify the first two pairs.</p>	<p>(a) Correctly identifies 573 > 237?: Y N (b) Correctly identifies 273 > 237?: Y N (c) Correctly identifies 579 = 579?: Y N (d) Correctly identifies 766 > 677?: Y N</p> <p>[4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or incorrect responses</p>

T8

There is no response because a full score is not achieved for Trait 7.

➡ Proceed to Item 9.



Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Work with addition and subtraction equations.	<p>(1.OA.7)</p> <p>(9) Have counters, paper, and a pencil available for the student.</p> <p>(a) Present the student with the equation card "3 + 4 = 7" and say "Please tell me if this number sentence is true or false."</p> <p>After the student responds, ask "Why is this number sentence true/false?" Record the student's response.</p> <p>Repeat the process with the following equations:</p> <p>(b) $8 + 0 = 9$</p> <p>(c) $5 = 4 + 1$</p> <p>(d) $2 + 4 = 4 + 2$</p>	<p>If the student has difficulty understanding the terms "true" and "false," repeat the instructions using the words "right" and "wrong."</p> <p>If the student is unable to solve the problem using mental math, say "You can use paper and pencil or counters to find the answer."</p> <p>Stop work on Item 9 if the student cannot correctly identify the first two pairs.</p>	<p>(a) $3 + 4 = 7$ is True?: Y (N) Response: <u>no response</u></p> <p>(b) $8 + 0 = 9$ is False?: Y (N) Response: <u>no response</u></p> <p>(c) $5 = 4 + 1$ is True?: Y (N) Response: <u>no response</u></p> <p>(d) $2 + 4 = 4 + 2$ is True?: Y (N) Response: <u>no response</u></p> <p>[4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect</p>

T9

The responses show a limited understanding, as there are no responses to the questions.

- ➡ If a student is successful on Item 9, then proceed to Item 10.
➡ If a student is not successful on Item 9, then proceed to Item 11.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Add and subtract within 20.	<p>(2.OA.2)</p> <p>(10) Say "For the next task, I want you to use mental math to solve an equation (or solve a problem)."</p> <p>(a) What is $3 + 16$?"</p> <p>Repeat using the following:</p> <p>(b) $8 - 3$</p> <p>(c) $6 + 9$</p> <p>(d) $13 - 7$</p>	<p>Note the strategy that the student uses to represent each problem and record any incorrect responses.</p>	<p>(a) $3 + 16$ _____ Knows addition fact _____ Counts on _____ Composes/decomposes to derive answer _____ Other: _____ No response or incorrect response _____</p> <p>(b) $8 - 3$ _____ Counts on _____ Counts up to find the difference _____ Counts down to find the difference _____ Knows addition fact for subtraction _____ Derived fact (compose/decompose) _____ Other _____ No response or incorrect response _____</p> <p>(c) $6 + 9$ _____ Knows addition fact _____ Counts on _____ Composes/decomposes to derive answer _____ Other _____ No response or incorrect response _____</p> <p>(d) $13 - 7$ _____ Counts on _____ Counts up to find the difference _____ Counts down to find the difference _____ Knows addition fact for subtraction _____ Derived fact (compose/decompose) _____ Other _____ No response or incorrect response _____</p> <p>[4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect</p>

T10

There is no response because a full score is not achieved for Trait 9.

➡ Proceed to Item 11.



Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Represent and solve problems involving addition and subtraction.	<p>(1.OA.1)</p> <p>(11) Solve Addition and Subtraction Word Problems (within 20): Have (counting) objects, paper, pencils, and crayons available for the student.</p> <p>Read the following to the student:</p> <p>(a) "Ten friends were at the playground. Six new friends came to play. How many friends are at the playground now?" Prompt: "You may write, draw, or use objects to represent the problem."</p> <p>(b) "Jaime's mother baked twelve cupcakes. Jamie ate three cupcakes. How many cupcakes are left?"</p>	<p>Repeat the word problems up to three times, if necessary.</p> <p>Note the strategy that the student uses to represent each problem or attach student work. Record any incorrect responses.</p>	<p>(a) Gives the correct response, 16: Y <u>N</u> Adds 10 and 6 using an expression or equation ____ Draws a model to solve ____ Other <u>uses cubes</u> No response or incorrect response ____</p> <p>(b) Gives the correct response, 9: Y <u>N</u> Subtracts 3 from 12 using an expression or equation ____ Draws a model to solve ____ Adds up from 3 to 12 ____ Other <u>uses cubes</u> No response or incorrect response ____</p> <p>[2] - 2 correct responses [1] - 1 correct response [0] - No response or both incorrect</p>

T11

The responses show a limited understanding of solving addition/subtraction word problems.

➡ If a student is successful on Item 11, then proceed to Item 12.

➡ If a student is not successful on Item 11, then this is the end of the inventory task for this student.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Add and subtract within 20.	<p>(2.OA.1)</p> <p>(12) Solve Addition and Subtraction Word Problems (within 100): Have paper and pencils available for the student.</p> <p>Read the following to the student:</p> <p>(a) "Carly has 39 pencils. She gives her friend 18 of the pencils. How many pencils does Carly have left?"</p> <p>(b) "Wilson bought 11 baseball cards on Monday, 16 cards on Tuesday, and 13 cards on Wednesday. He gave his brother 9 of his baseball cards. How many baseball cards does Wilson have now?"</p>	<p>Repeat the word problems up to three times, if necessary.</p> <p>Note the strategy that the student uses to represent each problem or attach student work. Record any incorrect responses.</p>	<p>(a) Gives the correct response, 21: Y <u>N</u> Subtracts 39 from 18 using an expression or equation ____ Draws a model to solve ____ Adds up from 18 to 39 ____ Other ____ No response or incorrect response ____</p> <p>(b) Gives the correct response, 31: Y <u>N</u> Adds 11, 16, and 13, then subtracts 9 using an expression or equation ____ Draws a model to solve ____ Other ____ No response or incorrect response ____</p> <p>[2] - 2 correct responses [1] - 1 correct response [0] - No response or both incorrect</p>

T12

There is no response because a full score is not achieved for Trait 11.

➡ This is the end of the inventory task.

Sample E - Anchor Paper Commentary




Subject/Course: Math

Task Title: Grade 1 Inventory

Grade Level: 1

Year: 2015-2016

Rubric Traits	Anchor Score	Commentary/Rationale	Maximum Score
T1 Trait 1	0	An incorrect or no response is given.	3
T2 Trait 2	0	There is no response because a full score is not achieved for Trait 1.	2
T3 Trait 3	0	A non-response is given for both parts.	2
T4 Trait 4	0	There is no response because a full score is not achieved for Trait 3.	4
T5 Trait 5	2	Two correct responses are given (reading 70; writing 80 correctly).	4
T6 Trait 6	0	There is no response because a full score is not achieved for Trait 5.	4
T7 Trait 7	0	One correct answer is given, identifying 7 as the greater number. All other numbers are incorrectly answered, and all the comparison symbols are incorrectly applied.	3
T8 Trait 8	0	There is no response because a full score is not achieved for Trait 7.	4
T9 Trait 9	0	There is no response for any part of this Trait.	4

Rubric Traits	Anchor Score	Commentary/Rationale	Maximum Score
 Trait 10	0	There is no response because a full score is not achieved for Trait 9.	4
 Trait 11	0	Two incorrect answers are given.	2
 Trait 12	0	There is no response because a full score is not achieved for Trait 11.	2

Trait to Standard Alignment Chart

		Common Core standards											
Trait	Question	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Algebra 1	Algebra 2	Geometry
1	1	K.CC.1	1.NBT.1	2.NBT.4	3.MD.7b	4.OA.2	3.NF.1	6.RP.1	7.EE.3	8.F.4	F.IF.4	G.SRT.8	G.CO.9
2	2	K.CC.2	2.NBT.2	2.NBT.4	3.OA.6	4.MD.3	5.NF.1	6.RP.3a	7.EE.1	8.F.4	F.IF.6	G.SRT.8	G.CO.10
3	3	1.NBT.1	1.NBT.5	2.NBT.7	4.NBT.6	4.OA.4	5.NF.1	6.EE.9	7.RP.3	8.F.4	F.BF.1a,b and F.BF.2	G.SRT.8	G.SRT.4
4	4	K.CC.1	2.NBT.8	2.NBT.4	3MD.7b	4.NBT.5	5.NF.4a	6.RP.3c	7.EE.2	8.EE.8b	4.OA.5	G.SRT.8	G.SRT.5
5	5	1.NBT.5	1.NBT.1	2.NBT.1	3.NBT.3	4.OA.5	5.NF.2	6.RP.3b	7.EE.2	8.EE.8a	F.BF.1a,b and F.BF.2	F.BF.1a	G.SRT.5
6	6	K.CC.3	2.NBT.3	2.NBT.1	3.OA.3	4.MD.2	5.NF.3	6.RP.2	7.RP.3	8.F.2	F.IF.5	F.TF.8	G.CO.5
7	7	1.NBT.1	1.NBT.3		3.OA.8	4.OA.3	5.NF.7b	6.RP.3	7.EE.4b	8.F.4	A.REI.7		G.SRT.5
8	8	K.CC.4	2.NBT.4				5.NF.7a				A.SSE.3a		
9	9	K.CC.6	1.OA.7										
10	10	1.NBT.3	2.OA.2										
11	11	K.OA.1	1.OA.1										
12	12	1.OA.7	2.OA.1										
13	13	K.OA.2											
14	14	1.OA.1											